

**Efficient Teamwork: Supporting Effective  
Pharmaceutical Management for DOTS and DOTS-Plus,  
Chisinau, Moldova, July 27–28, 2005: Workshop Report**

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The Rational Pharmaceutical Management Plus (RPM Plus) Program, funded by the U.S. Agency for International Development (cooperative agreement HRN-A-00-00-00016-00), works in more than 20 developing countries to provide technical assistance to strengthen drug and health commodity management systems. The program offers technical guidance and assists in strategy development and program implementation both in improving the availability of health commodities—pharmaceuticals, vaccines, supplies, and basic medical equipment—of assured quality for maternal and child health, HIV/AIDS, infectious diseases, and family planning and in promoting the appropriate use of health commodities in the public and private sectors.

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## ACRONYMS

|           |   |
|-----------|---|
| DMT       | Drug Management Team                                |
| DOTS      | directly observed treatment, short-course           |
| DOTS-Plus | DOTS strategy for MDR-TB control                    |
| GDF       | Global Drug Facility                                |
| GFATM     | Global Fund to Fight AIDS, Tuberculosis and Malaria |
| GLC       | Green Light Committee                               |
| MDR-TB    | multidrug-resistant tuberculosis                    |
| MSH       | Management Sciences for Health                      |
| NTP       | National Tuberculosis Program                       |
| RPM Plus  | Rational Pharmaceutical Management Plus             |
| TB        | tuberculosis  |
| USAID     | U.S. Agency for International Development           |
| WHO       | World Health Organization                           |



## **BACKGROUND TO THE WORKSHOP**

In recent years Moldova has witnessed high rates of tuberculosis (TB). Starting in 2001, Moldova revised its approach to TB treatment and launched a National Tuberculosis Control Program based on the World Health Organization (WHO) recommendations and the directly observed treatment, short-course (DOTS) strategy.

The DOTS strategy is based on five components, one of which is assurance of an uninterrupted supply of high-quality medicines. The success of implementation of this objective is in direct line with the capacity of the pharmaceutical management system of the country.

Implementation of the new strategy of TB control in Moldova is being realized with participation of international organizations, such as WHO, the U.S. Agency for International Development (USAID) and its partners, and the Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM). USAID has provided funds to the Rational Pharmaceutical Management Plus Program (RPM Plus) of Management Sciences for Health (MSH) for strengthening pharmaceutical management within the Moldovan TB program.

In the last three years, RPM Plus has conducted various activities to improve the capacity of the National Tuberculosis Control Program (NTP) to manage anti-TB medicines. RPM Plus's assistance refers to various aspects of pharmaceuticals management, in particular surveying anti-TB medicine procurement and distribution practices, developing capacity of pharmaceutical procurement of anti-TB medicines, staging a Drug and Therapeutics Committee course, establishing the TB Pharmaceutical Management Information System, assisting with the drafting of the supply component of the Green Light Committee (GLC) application, and staging a training course on pharmaceutical management for multidrug-resistant tuberculosis (MDR-TB).

The current activities of RPM Plus are focused on developing the NTP capacity to manage second-line anti-TB medicines according to the GLC requirements through implementation of reliable practices of selection, quantification, distribution, and use of anti-TB medicines. During this period, RPM Plus held many meetings with key stakeholders (especially the Director of the TB Institute and the NTP Coordinator), resulting in the conclusion that the program needed a team that would be responsible for managing all aspects of the supply of medicines for the complete treatment of TB patients within the DOTS and DOTS-Plus projects.

The effective and efficient functioning of the pharmaceutical supply cycle requires the participation and collaboration of different specialists from various departments and common decision making. Currently, the management of the anti-TB medicine supply cycle is not uniform or consistent, nor are responsibilities clearly defined; some parts of supply cycle are double managed, while the others lack any management.

Understanding the complexity of the pharmaceutical management problem, by official order the Director of the TB Institute approved the establishment of the Drug Management Team (DMT), its purpose, and the responsibilities of each member in the management of supply of first- and second-line anti-TB medicines.

As a result of meeting with this team, RPM Plus identified the necessity to develop the abilities of the group to work as a team and to understand the role and contribution of each member in improving anti-TB pharmaceuticals management. Consequently, RPM Plus organized a workshop for the members of the Drug Management Team, in which the NTP coordinator and a representative of the local level were invited to participate.

To conduct this workshop, RPM Plus selected the local company AXA Management Consulting, which has experience in providing a development program in organization management, particularly efficient teamwork.

## **PURPOSE OF THE COURSE**

The goal of the course was to strengthen the National TB Program of Moldova through development of the capacity to understand the efficiency of teamwork.

Objectives of the training program were to achieve—

- Efficient interaction as team members in order to achieve the planned goals of the Drug Management Team
- Efficient interpersonal and professional relationships
- Active participation in problem-solving and decision-making processes related to the Drug Management Team activities
- Contribution to the team's operations using individual strengths and potentials



## **COURSE ACTIVITIES**

The workshop Efficient Teamwork: Supporting Effective Pharmaceutical Management for DOTS and DOTS-Plus took place July 27–28, 2005, at the Hotel Jazz, Chisinau, with participation of nine specialists from the lung disease and tuberculosis health units, consisting of the members of the DMT, the NTP coordinator, and the TB coordinator from Straseni raion.

The workshop was based on interactive educational presentations and practical exercises according to the agenda (annex 1).

The main topics discussed within the sessions were—

- Stages in team development process
- Creating a positive and goal-oriented climate within the team
- Team roles
- Creating and maintaining trust among team members
- Team problem solving and decision making
- Developing team and individual action plans

During the course, participants were divided into groups on several occasions, with membership of the groups changing throughout the whole training course.

Practice exercises focused on analyzing issues and identifying solutions, based on activity of the DMT. Within practical exercises related to factors that influence establishment and activity of the team, participants were asked to develop a list of factors that block and consolidate the activity of Drug Management Team. Then, during the practical exercise of evaluating the stages of development of the team, participants were asked to analyze development of the DMT. This practical exercise showed that not all members are aware of the normal processes of team establishment and the real situation within the DMT.

The participants were asked to develop separately a list with necessities, competences, and interests of the DMT, as well as individual and group action plans.

Sessions were based on the following subjects and supported with didactic material.

### **Session 1. Introduction to the Course, Participants, and Presenters**

Participants were informed of the purpose and objectives of the workshop.

The opening session highlighted the following—

- The importance of correctly understanding the efficiency of teamwork and the effect on pharmaceutical management of each member of the DMT and those who closely collaborate with them
- The relevance and necessity of organizing the workshop as expressed by the members of the DMT themselves, supported by RPM Plus
- The fact that MSH help and support in the workshop's organization is because MSH wants to contribute to the development of DMT capacity

Also, the course emphasized that improvement of pharmaceutical management within DOTS and DOTS-Plus programs directly correlates with capacity of the unit to undertake the management of all aspects of the supply of medicines for the complete treatment of TB patients.

The workshop was facilitated by AXA's representatives, Vitalie Popa and Ludmila Stihi, who were previously given background information about the decision to establish the DMT, the terms of reference of the DMT, and the DOTS and DOTS-Plus projects in Moldova.

After the opening remarks and the self-introduction of each of the participants, they were asked to share their expectations of the workshop. The participants' expectations included—

- Understanding the following—
  - What their role is within the team
  - How to interact
  - What the role of the leader is
  - How to convince people to work as a team
  - What the priorities of teamwork are
  - What influences the efficiency of teamwork
- Learning more about teamwork

## **Session 2. Factors That Influence the Efficiency of Teamwork**

In this session the participants were presented with an overview of the factors that influence the efficiency of teamwork, emphasizing those that block and those that strengthen teamwork (annex 2). The fundamental characteristics of a successful team were explained. During group work sessions, the participants were offered the opportunity to determine the factors that block the activity of the DMT and those that consolidate the activity (annex 3).

### Session 3. Stages in Team Development Process

At this session the process of team development was explained by presentation of the stages of team establishment and characteristics of each step. This session highlighted the importance of each stage and the necessity of following each step to avoid losing team functionality.

Stages of team establishment are as follows—

1. **Building a team**—This is a period of doubt when team members direct their attention to each other, being accepted, and learning more about the team. At the end of this stage, members feel that they are part of this team.
2. **Storming**—Members are confronted with how much of their own personality to give up to become a part of a team. Attention is focused on the management of conflict, and this stage is characterized by fighting for power to undertake control on the team.
3. **Standardization**—Team members share their expectations concerning rules and roles within the team. During this stage the cohesion and identity of the team increases.
4. **Efficient functioning of the team**—The team is focused on implementation of the team's objectives.
5. **Interruption**—Divergent groups appear temporarily that are less focused on the implementation of objectives, and the team tends to disintegrate.

This model describes the first four stages of team development relative to two basic dimensions: personal relations and activities connected to the team's purpose.

The key characteristics of the leader's attitude at different stages of team development were also presented.

As a practice exercise, the participants were divided into three groups and given the following assignment—

Being at different stages of team evolution, groups have to determine the requirements for preparing the team for the next step of the team development process and to determine the characteristics and the role of a leader at this stage.

The presentation of the session was preceded by a questionnaire that was based on different working situations and that made it possible to evaluate at what stage of development the DMT is and how these situations are relevant to it. As a result of evaluation, only two participants considered that the DMT is at the first stage of development, while others believed that the team is on the standardization stage.

## **Session 4. Creating a Positive Climate within the Team**

This session outlined the role of a positive climate within the team and factors that influence it. The following factors were presented to participants—

- Rational objectives and priorities
- Roles: analyses and distribution of work
- Rules: development of opinions and common expectations concerning communication and behavior
- Relations: examination and solution of issues concerning personal relations between members

The other four factors are results, recognition of merits, remuneration (moral and/or material), and updating (based on analyses of achievements, reconsideration of principles, for example).

## **Session 5. Team Roles**

This session was opened by having the participants fill in a self-perception questionnaire (annex 4). The results were collected and were used to try to design the whole picture of the weak and strong points of the DMT.

Members identified that the following roles are not covered in the DMT: generator of ideas, evaluator, explorer, and driving-power person. However, people exist who can be a good organizer, coordinator, and person who finalizes things; the majority are persons who bind people. During discussions, participants tried to explain how they are able to undertake other roles. Participants were asked to describe how they can contribute to success of the team using their abilities according to a determined role based on the self-perception questionnaire and what other role they can assume.

Participants were presented the main role and their characteristics that contribute to establishment of a successful team (annex 5).

## **Session 6. Team Decision Making**

Participants were informed of the main decision-making methods and the characteristics of each mode and were provided with information about the advantages and disadvantages of each way of making decisions (annex 6).

## **Session 7. Creating and Maintaining Trust among Team Members**

This session outlined the importance of strategic elements that support the efficiency of teamwork based on interface between individual needs, team dynamic, and necessity of attaining the target. Practical exercise was based on issues that require group solutions for the team's survival.

## **Session 8. Developing Team and Individual Action Plans**

This session focused on development of the capacity to create an action plan. Participants were asked to draft an individual plan and then to try to draft a common plan for each group.

In order to facilitate the work, the groups were offered a model plan that emphasized the main topics that should be covered, as follows—

- Evaluating current practice
- Establishing objectives
- Determining steps to be taken
- Evaluating successfulness

## **Course Evaluation**

Upon completion of the course, participants were asked to evaluate the workshop using evaluation forms. Evaluation included a general assessment of the course and the sessions.

Review of the evaluation forms indicated that all the participants benefited and that the knowledge will be useful for their future activities. All participants evaluated the workshop as useful in performing their work. The participants indicated that the workshop allowed for better understanding of the principle of teamwork and elements of a successful team.

The participants provided positive feedback with regard to all practical exercises.

The specific sessions that participants particularly found to be most useful for them were—

- Stages in team development process (9)
- Team roles (9)
- Team decision making (9)
- Factors that influence the efficiency of teamwork (7)
- Creating a positive climate within the team (6)
- Creating and maintaining trust among team members (4)
- Developing team and individual action plans (3)

Some participants also suggested the following for further improvement of the course—

- Doing more practical exercises in groups
- Providing more didactic materials

Evaluation of the course is attached (annex 8).

During the closing remarks, RPM Plus thanked the participants for their interest in the course and active participation. Also RPM Plus thanked the company AXA Management Consulting for support in the organization of the workshop and the full program presented to participants.

## SUMMARY

The results of the course evaluation highlight that the organization of the workshop was appropriate and necessary for the DMT. This course helps members understand the benefits of teamwork versus individual work. Participants recognized the necessity of a unit that will manage all aspects of pharmaceutical management. Within the sessions, a few participants emphasized the need to help organize an initial meeting in order to understand better their responsibility and how to interact, which could be facilitated by a representative of RPM Plus.

Other participants expressed opinions on the need to develop a comprehensive plan with concrete activities for the future.

Next steps for supporting establishment of the Drug Management Team are—

1. The Drug Management Team has not yet convened the first meeting with all members since the order was signed. A few members were not fully aware of their role within the team. Based on knowledge received on team building and efficiency of teamwork, the next phase of DMT development is to organize a first meeting with all members. This meeting will help members understand their roles, based on their professional responsibilities, and get knowledge about the teams' role. Also, DMT needs to develop capacity to facilitate meetings.

Proposal: Organize a meeting with team, NTP coordinator, and director of TB Institute to fully explain and clarify the role of each member within the team as currently determined.

2. Members' understanding of DMT activity does not rely on planned activities. Understanding of the role of DMT members is limited to current activities. This leads to inefficiency of management of some areas of the pharmaceutical supply cycle. Decisions usually are taken ad hoc by one or two persons without coordinating with other departments. A comprehensive plan with detailed description of activities, time, and responsible persons should be developed in order to guide DMT activity.

Proposal: Organize a half-day workshop in September with all members of DMT and NTP coordinator to draft a one-year plan with activities and the responsibilities of each member.



## ANNEX 1. COURSE PROGRAM

### Efficient Teamwork: Supporting Effective Pharmaceutical Management for DOTS and DOTS-Plus Course Program

Chisinau, Moldova

July 27–28, 2005

| Day     | Time        | Activity  |
|---------|-------------|---|
| July 27 | 9:00–10:30  | Session 1: Welcome and introduction to the course, participants, and presenters.<br>Goals and objectives of the course.<br>Program overview |
|         | 10:30–10:45 | Break   |
|         | 10:45–12:30 | Session 2: Factors that influence the efficiency of teamwork.   |
|         | 12:30–13:15 | Lunch   |
|         | 13:15–14:45 | Session 3: Stages in team development process   |
|         | 14:45–15:00 | Break   |
|         | 15:00–16:00 | Session 4: Creating a positive climate within the team  |
| July 28 | 09:00–10:30 | Session 5: Team roles   |
|         | 10:30–10:45 | Break   |
|         | 10:45–2:30  | Session 6: Team decision making   |
|         | 12:30–13:15 | Lunch   |
|         | 13:15–4:45  | Session 7: Creating and maintaining trust among team members  |
|         | 14:45–15:00 | Break   |
|         | 15:00–16:00 | Session 8: Developing team and individual action plans  |



## ANNEX 2. FACTORS OF TEAMWORK

### What factors block teamwork?

1. Team members don't cooperate and listen to each others
2. The discussed issue (subject) not clear
3. Lack of management
4. There is no a facilitator
5. The purpose and objectives are not defined right
6. They don't aim to attain the purposes
7. There is no access to decision making
8. Impatience during the decision-taking process by team
9. Fear of speaking during the meetings ("what are the other's opinions?")
10. Use of some words and expressions unclear for others
11. Lack of information
12. Deliberate rejection of others' ideas
13. Pressed for time
14. Outside pressure
15. Self-centeredness
16. Hidden (unknown) personal interests
17. Lack of well-determined roles

### What factors consolidate teamwork?

1. Humor
2. Start activities on time
3. Short operative meetings
4. Time-out
5. Compromises
6. The same level of knowledge (education)
7. Common purposes, objectives clear for everybody
8. Enthusiasm
9. Cooperation
10. Principle of facilitator rotation
11. Purposes and objectives well defined, *understood* by all
12. Alternative ideas
13. Consensus decision making
14. Mutual respect
15. Defined roles
16. Participation
17. Flexible structure
18. Support from the others
19. More facilitation than supervision
20. Initiative
21. Cooperation
22. Sensitivity to others necessary
23. Confidence
24. Oriented to process
25. Respect the others' opinion (view)



### **ANNEX 3. FACTORS OF TEAMWORK DETERMINED BY THE PARTICIPANTS**

#### **What factors block the teamwork?**

1. Lack of initiative
2. Confused understanding of the role
3. Lack of management
4. Lack of plan
5. There is no access to decision making
6. Is not aware of purpose
7. Some members are too ambitious
8. Decisions are not implemented
9. Problems with stakeholders
10. Personal interests
11. Lack of trust in colleagues
12. Egoism
13. Lack of respect the others' opinion (view)
14. Not all members are involved

#### **What factors consolidate the teamwork?**

1. Transparency
2. Wish to help others to understand or learn and to share experience
3. Desire to implement task
4. Desire to learn new concepts
5. Flexibility
6. Respect
7. Take into consideration members' character
8. Define exactly role of each member
9. Training of team
10. Create a working climate
11. Appropriate leader
12. Be aware of members' issue
13. Active participation of all members



## ANNEX 4. SELF-PERCEPTION QUESTIONNAIRE

Instruction: Each of the seven sections has a total of 10 points, which you should distribute among sentences that you consider to best describe your behavior. These 10 points may be distributed among sentences. In extreme cases, they could be distributed for all sentences or 10 points could be awarded to one sentence. Write points in the attached table.

### 1. I will make my best contribution to the team

- (a) I think I can promptly see the new opportunities and I can promptly profit from them.
- (b) I can work well with many different people.
- (c) Generation of ideas is one of my native abilities.
- (d) My capacity is to make people speak each time that I see they can contribute to the team's objectives.
- (e) My capacity to track literally the rules and procedures is connected with my personal effectiveness.
- (f) I am ready to accept a temporary situation when I am unpopular, if finally, this leads to worthwhile results.
- (g) Usually, I am aware what is probable and real.
- (h) I can offer a rational case as an alternative without introducing preferences or biases.

### 2. If I am inconvenienced in my teamwork, it is because

- (a) I am not at my ease as long as the meetings are not well structured, verified, and guided.
- (b) I am too generous with people who have a good point of view that was not taken into account appropriately.
- (c) I have a tendency to speak too much when the team starts to investigate new ideas.
- (d) Objective view of things prohibits me from being enthusiastic and ready to join colleagues.
- (e) Sometimes, I am considered violent and authoritative, if it is necessary to bring the task to an end.
- (f) It is hard for me to lead, being always between subordinates, maybe I am too sensitive to the ambiance produced by the team.

- (g) I can be wrapped up by ideas I have in mind, losing the contact with reality.
- (h) My colleagues have a tendency to perceive me as a person who worries unnecessarily because of numerous details and the fear of failure.

### **3. When I am involved in the project with other people**

- (a) I have the capacity to influence people applying no pressure on them.
- (b) I can prevent omissions and thoughtless mistakes due to my vigilance.
- (c) I am ready pressure people to start to act, ensuring that team does not waste time on meetings or deviate from the objectives.
- (d) Team can count on my contributing something original.
- (e) I am always ready to protect good suggestion, with common interest.
- (f) I am interested in looking for the latest news.
- (g) I think my common sense can help achieve concrete decisions.
- (h) Colleagues can rely on me to care about organizing all the important work.

### **4. What is characteristic for me while working within a team?**

- (a) I am interested in knowing my colleagues in a nonaggressive manner.
- (b) I have a sensitive attitude toward views of my colleagues' disapprovals or supporting of own ideas when I am in minority.
- (c) Usually I can find arguments to deny weak suggestions.
- (d) I think that I can manage things when a plan is implemented.
- (e) I have a tendency to avoid the self-evident in my desire to find the unexpected.
- (f) I am a perfectionist so I try to do every job I have as perfectly as possible.
- (g) I am ready to use contacts external to the team.
- (h) Although I am interested in all opinions, I am confident when a decision needs to be made.

**5. I enjoy my job because**

- (a) I like to analyze situations and to estimate all possible alternatives.
- (b) I am interested in looking for practical solutions of problems (issues).
- (c) I prefer to have good relationships with my colleagues.
- (d) I can have deep influence on decisions.
- (e) I can meet people that can offer something new.
- (f) I can convince people to come to agreement.
- (g) I am in my element when I am responsible for an assignment.
- (h) I like to find an area that requires my imagination.

**6. If I am assigned a difficult task, with a short deadline and with people that I am not familiar**

- (a) Before development of one direction of a plan, I wish to withdraw myself in a corner to think and find a solution from impasse.
- (b) I am ready to work with person who expressed warm behavior.
- (c) I can find a way to highlight the task, defining how each person can contribute in a better manner.
- (d) My sense of urgency helps us ensure that we are able to meet time limits.
- (e) I think I would be impartial and keep my mind rational.
- (f) In spite of pressure, I could be constant in my purposes.
- (g) I am ready to undertake administration in positive sense, if I feel that the team doesn't make progress.
- (h) I can open discussions to inspire new ideas and to make things happen.

**7. In regard to my personal weaknesses related to teamwork, those are as follows:**

- (a) I tend to show my impatience with those that obstruct progress.
- (b) Somebody could criticize me because I am too analytical and have insufficient intuition.
- (c) My desire to be sure that things are done well could stop development of activities.
- (d) I tend to get bored quite quickly and in that case I rely on my colleagues to cheer me up.

- (e) It is hard for me to say that the purposes are not clear.
- (f) Sometimes my explanations and elucidations concerning the ideas or difficult situations are weak.
- (g) I am aware that I should ask help from others on things that I can't do.
- (h) I hesitate to express my points of view when I face a real opposition.

## **ANNEX 5. TEAM ROLES**

Meredith Belbin identified eight main roles of a successful team. He surveyed the activity of many teams with the aim of finding out the “magic ingredients” that lead to success of the team. He found that many teams were formed of people with the same thinking approach, which is a common principle of selecting people for organizations. Those teams were rarely as successful as teams that were formed of people with different thinking approaches.

What “synergic effects” will produce a successful team? The answer is the attempt to establish a balanced team where the strong features of persons complete and complement each other. The weaknesses of persons can be tolerated and completed if the team has somebody else with appropriate strong characteristics.

What are the eight main roles in the team and their features? The basic characteristics of team roles are summarized as follows.

### **Coordinator**

He has a clear view of the main objectives. He is able to maintain open-minded feature and to appreciate the contribution from whatever sources. In general, his creative abilities are at medium level. He is democratic and supports participation but wishes to assume the responsibility for decisions taken. Often perceived as a discreet and detached person, nevertheless, the coordinator’s ability to be objective is very important when it is necessary to direct the efforts and activities to the aim or team’s objectives.

### **Driving-Power Person**

He senses the urgencies and wishes to do something. He is ready to impugn inaction, inefficiency, indulgence, and lack of the progress. He is given to challenges, irritations, and impatience. He can be angry if things do not go as he anticipated. He thinks that it is better to personally control decisions and activities when he leads. He can be aggressive and wish to see his own ideas implemented quickly. He hates rules and regulations. He enjoys respect and generates enthusiasm and energy for others. He can be skeptical with others and at the same time sensitive to criticism presented on his ideas.

### **Generator of Ideas**

He is the spark of the team. He has the ability to share a lot of ideas, many of which can lead to success and many not. Generator of ideas is a source of creativity of the team, with a fertile imagination and many original perspectives on things. He is possessed by challenge generated by new things. He does not have time to follow established procedures, “ordinary ways to do things,” and will not be preoccupied by practical things. He thinks that he does not need others.

He can be considered a difficult colleague. All the same, he can be caught up by enthusiasm and euphoria of the team. He likes to be flattered and does not like to be criticized for his ideas.

### **Evaluator**

Evaluator is very intellectual member of the team whose main trump is the ability to examine a lot of information in an objective and analytical manner. He possesses good judgment and shows perspicuity in examining issues. He is careful about superficial thoughts. He can remark on mistakes missed by others. As a result, we can say that the evaluator can be considered by others as a person who tempers the team's enthusiasm. Rarely is he a source of new ideas. He is considered too critical and negative. His role remains extremely important for a successful team.

### **Explorer**

Explorer is the ambassador of the team. He is able to establish contact with people and to explore what is new in an efficient and effective manner. He reacts to new situations as new challenges, but can lose interest immediately if he does not see progress or initial fascination is wasted. People and diversity are essential ingredients for the explorer that at the same time can motivate and stimulate others, but need of new stimulation leads to lack of discipline.

### **Organizer**

Organizer is a member of the team able to see how the practical ideas and team's plan will be implemented. Organizer can identify practical needed things in different situations. Usually he is a conservative. He accepts ideas only if they deserve to be implemented.

He has real abilities as an organizer. He is scrupulous and self-disciplined and sometimes can be inflexible. He is systematic and meticulous. His measurement of efficiency as organizer is his tangible results. He is happy when he is involved or even thinking out rules and procedures for implementation of new ideas, but can be least efficient when procedures and objectives are not clear.

### **Person Who Binds People**

He is the warp that maintains the team. He promotes team spirit. He is sensitive to people's feelings and to the general spirit of the team. He is aware of strengths and weaknesses of others and reacts appropriately to the diverse needs of people. Probably, he is a person who knows all the personal problems and crises of others members not because of indiscretion, but because of authentic concern.

He could be unsure in crisis moments and undetermined in certain situations, but he can promote a cooperative atmosphere within the team. For this reason he is often a leader of the team.

## **Person Who Finalizes Things**

He is able to finalize things. This feature mixed with predisposition to perfectionism makes him very anxious. He worries about minor things but finalizes work well and on time. The final product of the team, based on nervous energy investment of this person, is according to standard of quality.

The person who finalizes things is not a good leader. He focuses on details and decreases the team's morale. However, he persists in his activities and does not give up until satisfied with high-quality standards.

## **Conclusions**

### ***Team without Success***

1. More people who bind people, who finalize things, organizer, but without generator of ideas, explorer, or driving-power person.
2. Members include people who finalize things, evaluator, organizer but without generator of ideas, explorer, or driving-power person.
3. Only generators of ideas exist and nothing else.
4. Teams are formed with generators of ideas and explorers.
5. Team is formed with organizers, coordinator, and driving-power person.

### ***Team with Success***

1. The leader of the team should be a good coordinator. He will generate confidence and will know how to use the talents of each member. He knows how to influence the progress of things to appropriate decisions. Above all, this person will not try to dominate the team meetings. Probably this is the key difference between coordinator and chairman function.
2. Creativity is a key indicator. Having a generator of ideas as a member is not a guarantee of a successful team, especially if he creates wrong oriented ideas or is not able to be involved in team order of business. But a team without a generator of ideas is in difficulty if cannot generate sufficient new ideas or find original approaches to problems faced.
3. Should be a distribution of mental capacities within the team. The best teams have as many good mental abilities as medium mental abilities. This fact could be considered strange, but Belbin suggests that this can be caused the "competition" between people with medium mental capacity and people more talented, with the aim of executing the more positive roles for general success of the team.

4. Maximum coverage of the team with roles characterizes a successful team because more can be realized a more complete palette of strong points.
5. People with specific roles should be directed to those responsibilities in the team that suit them best. Often the roles within the team, in the context of the team's functions, are assigned to those with the most experience in this function.
6. This could be a wrong suitability from the viewpoint of Belbin's team roles and consequently team could have unsatisfactory results.

### **Needed People on the Team**

| <b>Role</b>                    | <b>Typical Features</b>                   | <b>Positive Features</b>  | <b>Acceptable Weaknesses</b>   |
|--------------------------------|---|---|--|
| Organizer                      | Conservative<br>Scrupulous<br>Predictable | Ability to manage<br>Practical mind<br>Self-disciplined   | Lack of flexibility<br>Recalcitrant to ideas<br>without proofs                 |
| Coordinator                    | Calm<br>Confident<br>Self-controlled      | Capacity to accept all kinds of<br>potential contributions,<br>according to their merits and<br>without bias<br>Strong objective feelings | Creativity and intellect is<br>not above median                                |
| Driving-power<br>person        | Powerful<br>Dynamic<br>Highly strung      | Has a power and predilection<br>to confront inaction, lack of<br>efficiency, indulgence, or<br>disappointment                             | Given to challenge,<br>irritation, and anxiety                                 |
| Generator of<br>ideas          | Selfhood<br>Serious                       | Imaginative, knowledge,<br>Intelligent and genius   | Given to leave out details<br>or rules   |
| Explorer                       | Extrovert<br>Enthusiastic<br>Curious      | Capacity to make contact with<br>people and to explore<br>whatever news.<br>Ability to answer to attempts                                 | Loses interest once the<br>initial fascination passes<br>over                  |
| Evaluator                      | Temperate<br>Cautious                     | Secretive<br>Headstrong<br>Rationalist  | Without inspiration or<br>ability to motivate the<br>others                    |
| Person who binds<br>people     | Oriented to social<br>things<br>Sensitive | Ability to work with people and<br>accommodate to situations<br>and to promote team spirit  | Uncertain in crisis<br>moments   |
| Person who<br>finalizes things | Organized<br>Scrupulous<br>Anxious        | Capacity to track<br>Perfectionist  | Tendency to worry about<br>minor things<br>Opposition to leaving out<br>things |

## ANNEX 6. DECISION-MAKING METHODS

| Decision-Making Methods                         | Advantages   | Disadvantages  |
|---|--|--|
| <b>Individual</b>                               | Is useful for simple decision making   | One person is not sufficient to take decisions   |
|   | Is applied when time is insufficient for making decision   | Advantages of team interaction are lost  |
|   | Could be used when team does not have sufficient capacity to take decisions  | If participants are not involved in decision making, they are not interested in implementation         |
|   | Can be used when there is no access to, or sharing of, information and leader simply makes decision without consultation | There is risk that negative sentiments vis-à-vis individual decision could influence attaining of task |
| <b>Authoritative</b>                            | Is useful when the level of expertise of one person is higher others   | It is difficult to identify an expert  |
|   | When there is no necessity to implement decision by other members  | Team's members are not motivated to participate in implementation                                      |
|   | When discussion within the team could be inefficient   | Advantages of team interaction are lost  |
|   |  | Potential of others member is not used   |
| Lack of common agreement could lead to sabotage |  |  |
| <b>Common opinions</b>                          | Useful when it is difficult to organize a meeting with all members, but decision should be taken urgently                | Insufficiency of team interaction  |
|   | When participation of all members in implementation is not requested   | Persistence of unsolved conflicts could influence the efficiency of the teamwork                       |
|   | When team's members are not able or are not informed   | Implementation of decision is without participation of all members                                     |
| <b>Decision is taken with majority</b>          | Could be applied when time is insufficient to take decision by consensus   | The minority feels like it is being marginalized   |
|   | When decision is not so important in order to ask consensus  | Lose relevant capacity of some members   |
|   | When there is no necessity of participation of all team's members in implementation of decision                          | Lack of total participation of members in decision's implementation                                    |
| <b>Decision is taken with minority</b>          | Could be applied when there is no possibility of all members meeting   | Resources of majority of members are not used  |
|   | When the pressure of time is so much, whereupon it is necessary to take decision immediately                             | Sufficient participation for implementation of taken decision might not be obtained                    |
|   | When only a few members have appropriate resources   | Unsolved conflicts could affect the team's efficiency  |
|   | Useful for simple decisions  | Minor benefits from team's interaction   |

| <b>Decision-Making Methods</b> | <b>Advantages</b>   | <b>Disadvantages</b>                                  |
|--------------------------------|---|---|
| <b>By consensus</b>            | Produce innovative, creative, and high quality decisions              | Takes a lot of time and psychological effort          |
|                                | Possibility for participation of all members in task's implementation | Requires presence of high abilities of team's members |
|                                | Capacity of all members is used                                       |   |
|                                | Ensures participation of all members in decision making               |   |

## ANNEX 7. LIST OF PARTICIPANTS

| <b>Name</b>          | <b>Position, Organization</b>                       |
|----------------------|---|
| Sain Dumitru         | Coordinator NTP                                     |
| Alina Pascaru        | Chief DMT,<br>M&E Department, TB Institute          |
| Axentii Ecaterina    | TB doctor<br>M&E Department, TB Institute           |
| Rodica Ceocanu       | TB doctor<br>M&E Department, TB Institute           |
| Djugostran Anghelina | Chief Pharmacist<br>Hospital Pharmacy, TB Institute |
| Verdeş Tatiana       | TB doctor,<br>MDR department, TB Institute          |
| Felicia Lupacescu    | Chief Org./Method Department, TB Institute          |
| Gheorghe Damaschin   | Coordinator TB, Straseni rayon                      |
| Elvira Velixar       | Doctor TB Institute                                 |



## ANNEX 8. EVALUATION

1 = Unsatisfactory; 2 = Satisfactory; 3 = Good; 4 = Excellent

|                           | <i>P1</i> | <i>P2</i> | <i>P3</i> | <i>P4</i> | <i>P5</i> | <i>P6</i> | <i>P7</i> | <i>P8</i> | <i>P9</i> | <i>P10</i> | <b>Median</b> |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|---------------|
| <b>Organization</b>       |           | 4         | 4         | 4         | 3         |           | 4         | 4         | 3         | 4          | 3             |
| <b>Venue/facilitation</b> |           | 3         | 4         | 4         | 3         |           | 4         | 4         | 4         | 4          | 3             |
| <b>Materials</b>          |           | 3         | 4         | 4         | 4         |           | 4         | 4         | 3         | 3          | 2.9           |
| <b>Break</b>              |           | 4         | 4         | 4         | 4         |           | 4         | 4         | 4         | 3          | 3.1           |

| <b>No./item</b> | <b>Item</b>   | <b>Participants</b> |           |           |           |           |           |           |           |           |            | <b>Median</b> |
|-----------------|---|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|---------------|
|                 |   | <b>P1</b>           | <b>P2</b> | <b>P3</b> | <b>P4</b> | <b>P5</b> | <b>P6</b> | <b>P7</b> | <b>P8</b> | <b>P9</b> | <b>P10</b> |               |
| <b>1</b>        | My expectations toward the course were fulfilled                | 6                   | 7         | 6         | 7         | 5         | 5         | 6         | 5         | 5         | 6          | <b>5.8</b>    |
| <b>2</b>        | The content of the training was adequate to my requirements     | 7                   | 7         | 7         | 7         | 6         | 6         | 6         | 5         | 5         | 6          | <b>6.2</b>    |
| <b>3</b>        | The training methods were correctly chosen and efficiently used | 7                   | 6         | 7         | 7         | 6         | 6         | 7         | 6         | 5         | 6          | <b>6.3</b>    |
| <b>4</b>        | This training was useful and will help me to improve my skills  | 7                   | 7         | 7         | 7         | 7         | 5         | 7         | 5         | 6         | 6          | <b>6.4</b>    |
| <b>5</b>        | I will recommend this course to other persons                   | 7                   | 7         | 7         | 7         | 7         | 5         | 7         | 5         | 5         | 6          | <b>6.3</b>    |
| <b>6</b>        | I think I have learned many things at this training             | 6                   | 7         | 6         | 7         | 7         |           | 7         | 5         | 4         | 6          | <b>5.5</b>    |

| 7. What are the reasons for what you have chosen for point 6?  | 8. Which of the sessions were most useful for you?   | 9. Which of the sessions were least useful for you?           | 10. What was the most valuable aspect of this training?   | 11. How do you think this training could be improved?   |
|--|--|---|---|---|
| Probably I need more materials to study  | Factors that influence the efficiency of teamwork, Stages in team development process, Team decision making, Developing team and individual action plans             | The sessions 1 and 4  | Training methods  | I appreciate the interesting style of training  |
| I have learned from self-evaluation exercise and how to evaluate the team work.<br>I have determined my role in the team   | Factors that influence the efficiency of teamwork, Stages in team development process, Creating a positive climate within the team, Team decision making, Team roles | The sessions 1 and 2  | Session: Team decision taking.<br>Methods to improve the efficiency of teamwork.  | More illustrative materials   |
| The advantages of teamwork versus individual.<br>Mandatory stages of team development. Member's role   | The sessions 3, 4, 5, 6  | The session Creating and maintaining trust among team members | I have learned that establishment of team requires theoretical knowledge that will help reduce the mistakes in management of the team | More didactic materials   |
| I have heard and discussed many things for the first time.   | All sessions.  |   | Practical exercises, especially "surviving of the team"   | I would like to attend a training course to improve and deepen my knowledge in team building. |
| I always considered that I can do everything by myself without any help, but from this workshop, I understood that this approach is not constructive and when working in a team, I should also communicate and listen to other team players. | Everything was interesting and new for me.   | Everything was interesting and hope useful!                   | I enjoyed very much the atmosphere and the way the trainers succeeded to make course interactive and leaving no one passive.          |   |

| 7. What are the reasons for what you have chosen for point 6?   | 8. Which of the sessions were most useful for you? | 9. Which of the sessions were least useful for you? | 10. What was the most valuable aspect of this training? | 11. How do you think this training could be improved? |
|---|--|---|---|---|
|   | The sessions 2, 3, 4, 5, 6.                        | Session 3   | Efficiency of team work                                 | More real issues                                      |
|   | All sessions                                       |   | Everything  | I was please with the training!!!                     |
| Appreciate the training methods   | The sessions 2, 4, 5, 6, 7                         |   | Efficiency of team work                                 | More real examples if it is possible.                 |
| I have had little time for such amount of information   | Team decision making                               | Development of team and individual work plan        | That a strong team was established                      | More practical exercises                              |
| Sessions were presented very well by the facilitators. These topics are new for me and I will use in my work. | Stages in team development process, team roles     |   | Interactive methods of training                         | May be it is necessary more illustrative materials    |

